

## Key Assessments

### Pupil Personnel Services: School Psychology

*Note: This document includes both descriptions and scoring guides/rubrics. Please follow the blue internal links for additional material.*

**PPS.1 School Psychology Practicum Field Site Evaluations (PSY 688)** In the second year of the program, students are assigned to a school or schools for two days/week. In the fall of that year, students provide group and individual counseling, classroom skill development units, and behavioral consultation to students and teachers. During this time they are supervised by a credentialed school psychologist on site and also receive support and supervision on campus from their instructors in PSYC 634 (School Counseling and Interventions) and PSYC 636 (Behavioral Consultation). In the spring of year 2, students continue to work in the schools during their School Psychology Practicum (PSYC 688), but broaden their roles to include more activities related to school psychology service delivery. They are again supervised by credentialed school psychologists on site and attend a three-hour seminar on campus once weekly where, together with school psychology internship students, they discuss cases, share experiences, present on various topics, and offer support to one another. As one way to monitor student progress and to evaluate the professional skills, knowledge, dispositions and professional work characteristics of each candidate, the Field Supervisor Rating for School Psychology Practicum students is completed by each candidate's field-site supervisor. Candidates are rated on the following 10 competencies, using a 4 point scale:

- 1 – Competence is currently limited. Close supervision and instruction are required.
- 2 – Competence is progressing satisfactorily. Moderate supervision and more experience are required.
- 3 – Competence is approaching an independent level. Little supervision is required.
- 4 – Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.

**ND** – No data or insufficient information is available to make a rating at this time.

1. Professional knowledge base
2. Personal & professional qualities
3. Communication/rapport
4. Behavioral consultation & intervention
5. Counseling & wellness promotion
6. Evaluation/assessment
7. Program development
8. Appreciation of and experience with diverse populations
9. Ethical practices
10. Effective use of research and technology

--Overall rating of practicum student

--Successful completion of practicum

**PPS.2 School Psychology Internship Field Site Evaluations (PSY 689B)** The second key assessment is ratings of field-site supervisors for students near completion of internship (PSYC 689B). A similar rating form to that noted above, but more specific to the internship, is used by supervisors in conjunction with 689B competencies to rate students. Both rating form and competencies are included with the syllabus for PSYC 689B. Students are rated on a scale from 1 to 4 on various elements of 11 different domains including an "overall" performance rating. Ratings on all of the elements from each domain are then averaged, and a mean score for the entire cohort on each domain is derived.

**PPS.3 Culminating Activity: Comprehensive Exam (PSY 696) or Thesis (PSY 699T)** The third key program assessment is performance on a culminating activity – either the comprehensive exam (PSYC 696) or thesis (PSYC 699T) to be completed in the spring semester of the third year.

Two instructors, who rated responses as "unacceptable," "acceptable" or "superior" following a specific rubric, independently scored each response.

### **PPS.4 National School Psychology Exam (Praxis II)**

To earn a credential, candidates must pass the PRAXIS II. Domains of Practice assessed by PRAXIS

It are:

1. Data-Based Decision Making
2. Research-Based Academic Practices
3. Research-Based Behavioral and Mental Health Practices
4. Consultation and Collaboration
5. Applied Psychological Foundation
6. Ethical/Legal and Professional Foundations

**PPS.5 Exit Survey** Candidates complete an exit survey that measures perception of preparedness in areas identified by program learning outcomes. Given domains, they rank their preparedness 1=Minimally Prepared, 2=Prepared, 3=Well Prepared

**PPS.1 SCHOOL PSYCHOLOGY PRACTICUM FIELD SITE**  
**EVALUATION (PSY 688)**

Intern \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
 Supervisor \_\_\_\_\_ School/District \_\_\_\_\_

**Directions:** The ratings of the intern should be based upon actual observation and reports from teachers, staff, families, etc. On the following scale, circle the number that best describes the intern's competence.

- 1 – Competence is currently limited. Close supervision and instruction are required.
- 2 – Competence is progressing satisfactorily. Moderate supervision and more experience are required.
- 3 – Competence is approaching an independent level. Little supervision is required.
- 4 – Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.
- ND – No data or insufficient information is available to make a rating at this time.

**General Competencies**

<b>I. Rating</b>	<b>Strengths/Comments</b>
<b>1. Personal and Professional Qualities</b>	
_____ Enthusiasm	_____
_____ Dependability	_____
_____ Promptness	_____
_____ Creativity	_____
_____ Leadership	_____
_____ Productivity	_____
_____ Learning/generalization from experiences	_____
<b>2. Communication/Rapport</b>	
_____ At student study team meetings	_____
_____ In written documents	_____
_____ With administrators	_____
_____ With parents	_____
_____ With students	_____
_____ With teachers and staff	_____
<b>3. Consultation (both formal and informal)</b>	
_____ Seen as resource by teachers	_____
_____ Problem/need identification	_____
_____ Plan formulation	_____
_____ Plan implementation	_____
_____ Follow-up and evaluation	_____
<b>4. Counseling</b>	
_____ Forming effective counseling relationships	_____
_____ Conceptualizing clients' concerns/problems	_____
_____ Goal-directedness	_____
_____ Communication with clients' parents	_____
_____ Communication with clients' teachers	_____
_____ Effectiveness of individual counseling	_____

\_\_\_\_\_ Effectiveness of group counseling  
\_\_\_\_\_ Effectiveness of crisis counseling

\_\_\_\_\_  
\_\_\_\_\_

**5. Assessment**

- \_\_\_\_\_ Intelligence/cognitive (closely supervised) \_\_\_\_\_
- \_\_\_\_\_ Social-emotional/behavioral (closely supervised) \_\_\_\_\_
- \_\_\_\_\_ Academic achievement \_\_\_\_\_
- \_\_\_\_\_ Participation in alternative models (e.g. RTI) \_\_\_\_\_

**6. Intervention/Inservice**

- \_\_\_\_\_ Organization \_\_\_\_\_
- \_\_\_\_\_ Utility/practicality \_\_\_\_\_
- \_\_\_\_\_ Appropriateness to problems \_\_\_\_\_
- \_\_\_\_\_ Implementation \_\_\_\_\_
- \_\_\_\_\_ Monitoring/follow-up \_\_\_\_\_
- \_\_\_\_\_ Evaluation \_\_\_\_\_

**7. Program Development/ Skill Development Units**

- \_\_\_\_\_ Assesses/discerns patterns of existing needs \_\_\_\_\_
- \_\_\_\_\_ Develops ideas for programs/services to meet needs \_\_\_\_\_
- \_\_\_\_\_ Collaborates/plans with co-professional/others \_\_\_\_\_
- \_\_\_\_\_ Carries out program implementation \_\_\_\_\_
- \_\_\_\_\_ Plans evaluation of program effectiveness \_\_\_\_\_

**8. Ethical Practices**

- \_\_\_\_\_ Confidentiality \_\_\_\_\_
- \_\_\_\_\_ Informed consent \_\_\_\_\_
- \_\_\_\_\_ Willing to advocate for children/other clients \_\_\_\_\_
- \_\_\_\_\_ Handles relationships with children ethically \_\_\_\_\_
- \_\_\_\_\_ Handles relationships with adults ethically \_\_\_\_\_
- \_\_\_\_\_ Consults/seek support when appropriate \_\_\_\_\_
- \_\_\_\_\_ Follows through on interventions/communications \_\_\_\_\_
- \_\_\_\_\_ Sensitivity to ethical issues \_\_\_\_\_

**9. Overall Rating of Practicum Student**

**1      2      3      4**

Please summarize any intern strengths or weaknesses not mentioned on the above rating scale. Note any training experiences that should be planned for this intern.

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\_\_\_\_\_  
Signature of Supervisor

CALIFORNIA STATE UNIVERSITY, CHICO  
PUPIL PERSONNEL SERVICES PROGRAM

**Second-Year Tracking Form**

<b>Domains</b>	<b>Limited Development</b>	<b>Acceptable Development</b>	<b>Target Development</b>
Professional knowledge base			
Personal & professional qualities			
Communication/rapport			
Behavioral consultation & intervention			
Counseling & wellness promotion			
Evaluation/assessment			
Program development			
Appreciation of and experience with diverse populations			
Ethical practices			
Effective use of research and technology			
<b>Overall rating of practicum student</b>			
<b>Successful completion of practicum</b>			

# **PPS.2 SCHOOL PSYCHOLOGY INTERN EVALUATION (PSY 689)**

Intern \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
Supervisor \_\_\_\_\_ School/District \_\_\_\_\_

**Directions:** The ratings of the intern should be based upon actual observation and/or reports from teachers, staff, families, etc. On the following scale, circle the number that best describes the intern's competence.

- 1 – Competence is currently limited. Close supervision and instruction are required.
- 2 – Competence is progressing satisfactorily. Moderate supervision and more experience is required.
- 3 – Competence is approaching an independent level. Little supervision is required.
- 4 – Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.
- ND** – No data or insufficient information is available to make a rating at this time.

## **General Competencies**

<b>I. Rating</b>	<b>Strengths/Comments</b>
<b>1. Personal and Professional Qualities</b>	
_____ Enthusiasm	_____
_____ Dependability	_____
_____ Promptness	_____
_____ Creativity	_____
_____ Leadership	_____
_____ Productivity	_____
<b>2. Communication/Rapport</b>	
_____ At IEP meetings	_____
_____ At Student Study Team meetings	_____
_____ In written reports	_____
_____ With administrators	_____
_____ With parents	_____
_____ With students	_____
_____ With teachers and staff	_____
<b>3. Evaluation/Assessment</b>	
_____ Intelligence/cognitive	_____
_____ Social-emotional	_____
_____ Behavioral	_____
_____ Curriculum-based	_____
_____ Criterion-based	_____
_____ Alternative (e.g. bilingual)	_____
_____ Interviewing	_____
_____ Selection of appropriate instruments/procedures	_____
_____ Administration of instruments/procedures	_____
_____ Interpretation and integration of data	_____
_____ Makes useful recommendations	_____
_____ Addresses referral issues	_____
<b>4. Consultation</b>	
_____ Seen as a resource by teachers	_____
_____ Problem/Need Identification	_____
_____ Plan Formulation	_____
_____ Plan Implementation	_____
_____ Follow-up and Evaluation	_____

**5. Counseling**

_____ Individual	_____
_____ Group	_____
_____ Crisis	_____

**6. Intervention**

_____ Organization	_____
_____ Utility/practicality	_____
_____ Appropriateness to problems	_____
_____ Implementation	_____
_____ Monitoring/follow-up	_____

**7. Ethical Practices**

_____ Confidentiality with documents/information	_____
_____ Obtains informed consent	_____
_____ Handles relationships with children ethically	_____
_____ Handles relationships with adults ethically	_____
_____ Sensitivity to ethical issues	_____

**8. Program Development**

_____ Assesses/discerns patterns of existing needs	_____
_____ Develops ideas for programs/services to meet needs	_____
_____ Collaborates/plans with co-professional/others	_____
_____ Carries out program implementation	_____
_____ Plans evaluation of program effectiveness	_____

**9. Community Collaboration**

_____ Determines needs of district	_____
_____ Contacts relevant agencies	_____
_____ Identifies relevant resources	_____
_____ Designs appropriate program	_____
_____ Plans program evaluation	_____

**10. Inservice Training**

_____ Assesses needs of staff	_____
_____ Develops plans for training series	_____
_____ Presentation of Material	_____
_____ Discussion/interaction during training	_____
_____ Follow-up of skill development and application	_____
_____ Eliciting feedback and evaluation outcome	_____

**11. Overall Rating of Intern**

**1      2      3      4**

Please summarize any intern strengths or weaknesses not mentioned on the above rating scale. Note any training experiences that should be planned for this intern.

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\_\_\_\_\_  
Signature of Supervisor

# CALIFORNIA STATE UNIVERSITY, CHICO PUPIL PERSONNEL SERVICES PROGRAM

## Third-Year Tracking Form

Domains	Limited Development	Acceptable Development	Target Development Achieved
Professional knowledge base			
Personal & professional qualities			
Communication/rapport			
Instructional consultation & intervention			
Behavioral consultation & intervention			
Home/school/community collaboration			
Counseling & wellness promotion			
Evaluation/assessment			
Program development			
Appreciation of and experience with diverse populations			
Ethical practices			
Effective use of research and technology			
Culminating activity			
<b>Overall rating of intern</b>			
<b>Successful completion of internship</b>			

### **PPS. 3 RUBRIC FOR COMPREHENSIVE EXAMINATION**

<b>Areas/Ratings</b>	<b>Superior</b>	<b>Acceptable</b>
<i>Accuracy &amp; Presence of Critical Concepts/Elements</i>	No major omissions or inaccuracies. Very clear presentation of critical concepts. Impressive array of ideas & information. Important details enrich, clarify, & support the major ideas & conclusions well. Appropriate citations to support major ideas.	No major omissions or inaccuracies. Critical ideas generally emerge if not always crisp & clear. Adequate sample of important ideas or information. Enough details or evidence presented to support the major ideas & conclusions. Some major citations where appropriate.
<i>Integration of Elements/Facts into Meaningful Wholes</i>	Facts are not just listed, but very clearly integrated into meaningful wholes. The overall presentation is comprehensive, coherent & logical. Implications or recommendations clearly follow from evidence or ideas presented, & show good judgment & practical knowledge. Implications or recommendations should be readily understandable to those who will need to participate in implementing them.	Most facts & concepts are integrated into meaningful wholes, although these ideas could emerge more clearly. The implications & recommendations are reasonable given the data, & likely to be workable/implementable with further clarification & support.
<i>Organization &amp; Focus</i>	The essay is very well-organized, & the organization & flow of major ideas is clear to the reader. The most important issues are emphasized, & lead in a sensible way to the conclusions, which also emphasize the most important concerns or implications. Ideas & evidence are presented where they fit in the logic of the overall presentation.	The essay is well-organized for the most part, & while the flow of ideas could be stronger, it is not hard to follow & the most important issues or implications emerge in the end with reasonable clarity.
<i>Written Expression</i>	The essay is virtually free of grammatical & spelling errors, & the sentences flow well. The language & style of communication are appropriate & engage the reader. Connection & transition between ideas is clear & logical.	The essay is relatively free of grammatical & spelling errors (they do not distract the reader in general). Language & style are appropriate, but ordinary or sprinkled with awkward usage. Connections & transitions between ideas are made, although not optimally.

**PPS. 5 CANDIDATE EVALUATION OF SP/PPS PROGRAM**

Student name (optional) \_\_\_\_\_ Date \_\_\_\_\_

Please respond to how you viewed the quality of your training preparation in the following areas:

**1 – Minimally prepared 2 – Prepared  
3 – Well Prepared**

<b>I. Domain</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Professional Knowledge Base</b>			

**Consultation and Collaboration**

**Evaluation/Assessment Prevention and Intervention**

**Counseling**

**Ethics and Legal Issues**

**Working with Diverse Populations Program**

**Development**

**Knowledge of Exceptionalities Practicum Experience**

**(2<sup>nd</sup> year) Internship Experience (3<sup>rd</sup> year)**

**Value of Culminating Activity (Circle one: thesis  
exam)**

**Overall Rating of Program**

Feel most competent in area/s of: \_\_\_\_\_

Feel need for added training in: \_\_\_\_\_

Comments (feel free to use reverse side):

**CALIFORNIA STATE UNIVERSITY, CHICO PUPIL PERSONNEL SERVICES PROGRAM**  
**Second-Year Portfolio Rubric**

**1 = Unsatisfactory:** Fails to meet expectations for second-year level of training. The student needs more practice and supervision than the majority of students at this same level of training.

**2 = Satisfactory:** Meets expectations for second-year level of training. Continued supervision is recommended.

**3 = Competent:** Surpasses expectations at the second-year level. Continued supervision is recommended.

	<b><u>Portfolio Component</u></b>	<b><u>Class</u></b>	<b><u>Rating</u></b>
1	Research paper on <i>behavioral intervention</i> or PowerPoint lecture on <i>theories related to classroom learning</i>	PSYC 605	
2	Research paper on <i>school psychology service delivery model</i>	PSYC 680	
3	Presentation outline/PowerPoint on area of <i>childhood exceptionalities</i>	PSYC 681	
4	<i>Individual counseling</i> case study	PSYC 673A	
5	<i>Educational test</i> review paper	PSYC 660	
6	Self-evaluation/video critique on <i>intelligence test administration</i>	PSYC 661P	
7	Final section of <i>culture identification workbook</i>	PSYC 672	
8	Two <i>group counseling</i> summary papers	PSYC 634	
9	PowerPoint presentation on <i>behavioral consultation</i> case study	PSYC 636	
10	Reflection	PSYC 688B	

## CALIFORNIA STATE UNIVERSITY, CHICO PUPIL PERSONNEL SERVICES PROGRAM

### Third-Year Portfolio Rubric

**1 = Below Criterion:** Candidate does not yet meet expectations for the specialist level of training or entry into the profession without more practice and supervision.

**2 = Meets Criterion:** Candidate meets expectations for the specialist level of training and entry level competency in the profession.

**3 = Exceeds Criterion:** Candidate exceeds expectations for specialist level training and entry level competency in the profession.

	<b>Portfolio Component</b>	<b>Class</b>	<b>Rating</b>
1	Research paper on <i>behavioral intervention</i> or PowerPoint lecture on <i>theories related to classroom learning</i>	PSYC 605	
2	Research paper on <i>school psychology service delivery model</i>	PSYC 680	
3	Presentation outline/PowerPoint on area of <i>childhood exceptionalities</i>	PSYC 681	
4	<i>Individual counseling</i> case study	PSYC 673A	
5	<i>Educational test</i> review paper	PSYC 660	
6	Self-evaluation/video critique on <i>intelligence test administration</i>	PSYC 661P	

	<b>Portfolio Component</b>	<b>Class</b>	<b>Rating</b>
7	Final section of <i>culture identification workbook</i>	PSYC 672	
8	Two <i>group counseling</i> summary papers	PSYC 634	
9	PowerPoint presentation on <i>behavioral consultation</i> case study	PSYC 636	
10	Research paper on area of <i>developmental psychology</i>	PSYC 603	
11	Research paper presentation/PowerPoint on review of <i>socio-emotional assessment measure</i>	PSYC 662P	
12	Research paper on <i>school district prevention program</i>	PSYC 682	
13	Paper/PowerPoint presentation on <i>teacher/staff in-service presentation</i>	PSYC 688B	
14	<i>Final psychoeducational assessment report</i>	PSYC 663	
15	PowerPoint presentation from <i>instructional consultation case study</i>	PSYC 639	
16	Paper from <i>community collaboration project</i>	PSYC 689B	
17	Reflection	PSYC 689B	